

Annual Report

Graduate, Undergraduate
and Equity Affairs

2020/21

OFFICE OF THE PRESIDENT
Division of Academic Affairs



GUEA is the home of UC's equity and student success efforts.

UNIVERSITY
OF
CALIFORNIA

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A Message from the Vice President/Vice Provost

I'm pleased to present the 2020–21 Annual Report for Graduate, Undergraduate and Equity Affairs at the UC Office of the President. This new department was launched July 1, 2020, nearly five months into the global pandemic. Perhaps our charter, to centralize efforts around inclusive excellence within the Division of Academic Affairs, created an interdependence that was thrown into relief more clearly because of COVID-19. Many of the stories in this report hinge on the collaborative, resilient spirit that people on our team and throughout UC exhibited every day.

In addition to massive changes from the pandemic, we witnessed and felt the weight of racial injustice, from the murder of George Floyd to violence against Asian community members. This was also the year when UC denounced the failed insurrection at the U.S. Capitol on January 6, 2021.

Despite these challenges, our staff, campuses and statewide partners did not waver in their support of our most marginalized communities. While the report does not detail every story that unfolded, it highlights some of the ways that we and our education partners acted quickly to:

- Support pre-college to graduate students on their paths to and through UC
- Meet the needs of schools, districts and educators with online and digital learning resources, transcript evaluations and statewide professional learning opportunities
- Address policies to help students and families, from math curriculum to standardized testing to loan debt
- Lead trainings and discussions with students, faculty, staff and administrators that delved into implicit bias and racial injustice

We emerge stronger, with a multiyear strategic plan and with a continued commitment to ensure opportunity and success for all students across the UC system and the state.

Yvette Gullatt

Vice President for Graduate and Undergraduate Affairs
Vice Provost for Equity, Diversity and Inclusion

Systemwide Chief Diversity Officer



Department Overview

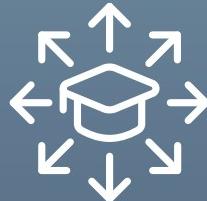
GUEA: 2020–21 in Review



Graduate, Undergraduate
and Equity Affairs

In an unprecedented year, Graduate, Undergraduate and Equity Affairs was launched, with ...

8 units **116 staff members**



and provided services and support for ...

550,000 transcripts for A-G progress and completion

250,000 undergraduate applications to UC

200,000* students through academic preparation programs

1,400 faculty, staff and student leaders with anti-bias trainings

69 fellows in the UC-HBCU Initiative

*Based on academic year 2019–20, the most recent year for which data are available



The department partnered with ...

10 UC campuses

23 California State University (CSU) campuses

California Community Colleges, state departments, other higher education institutions, school districts and many other private and public organizations



and created or oversaw ...

1,200+ trainings for California educators

300+ cross-campus courses

\$175 million in student loan debt relief

Elimination of SAT and ACT test requirements for admission to UC

New policy changes for college-prep math course options

About Graduate, Undergraduate and Equity Affairs

Graduate, Undergraduate and Equity Affairs (GUEA) at the Office of the President is the hub of UC's efforts to advance equity and inclusion and to promote access to and successful completion of undergraduate and graduate degrees. GUEA helps produce an exemplary academic experience for all.

Strategic Plan

Our 2021–25 strategic plan guides our work in advancing educational equity:

- **Provide** programs and services for academic preparation, admission, financial support, teaching and learning that result in greater undergraduate and graduate degree opportunities for students from historically marginalized and underrepresented groups.
- **Create and implement** institutional, equity-centered practices that lead to success for all students and that result from institutional recognition and acknowledgment of inequity.
- **Link and engage** leaders throughout UC — faculty, staff and students — who can bring their experience to bear on transforming the institution to become more equitable and inclusive in its practices.

Mission: GUEA leads and supports efforts that advance UC equity and inclusion, promote access to and successful completion of baccalaureate and graduate degrees and help to provide an exemplary university experience for everyone.

Vision: Students, faculty and staff of diverse backgrounds are here, thrive here, lead here.

Values: We are committed to the University of California's academic mission and to our core values: integrity in advocating for access and institutional equity, respect for one another, accountability for and effective use of our public resources and excellence in our service to the university and the state.

About Graduate, Undergraduate and Equity Affairs

Functional Units

Graduate, Undergraduate and Equity Affairs is organized into eight functional units.

Immediate Office and Central Services includes the immediate office of the vice president and vice provost; department operations; budget and contract management; communications and events; project management and research; and systemwide leadership relations.

Academic Success Initiatives recommends and interprets policies on educational equity and student success — both external and internal — and solicits faculty expertise to help resolve disparities in educational attainment.

Educational Innovations and Services implements policies, manages systems and supports faculty in providing learning experiences that are accessible and engaging. The unit uses online programs to support students' learning and achievement goals and oversees innovative services like the high school Transcript Evaluation Service (TES), statewide A-G course articulations, the intersegmental ASSIST program for transfer articulation, and the UC cross-campus enrollment system.

Educator Programs supports campuses in preparing candidates for teaching credentials; oversees programs that advance key initiatives for educators, including CalTeach; and administers statewide professional development programs for educators, such as the California Subject Matter Project (CSMP).

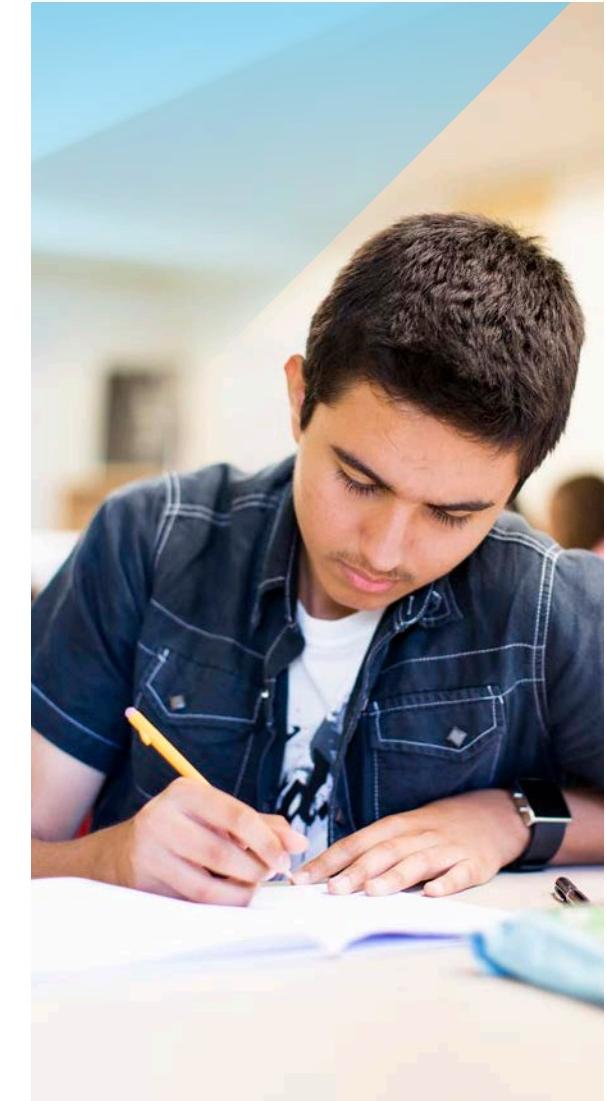
Enrollment Services develops and implements undergraduate admissions, financial aid and residence policy. The unit manages the applyUC undergraduate admissions application and oversees graduate/undergraduate financial support.

Graduate Studies supports graduate education at UC through strategic planning, leadership, analysis, outreach and coordination in four priority areas: academic pipeline and pathways; advocacy and outreach; outcomes and analysis; and expanding Ph.D. career pathways.

Outreach and Educational Partnerships helps UC sustain partnerships with K-20 public education segments, community-based organizations and the business sector. These collaborations advance college preparation, access and degree completion for students from underserved backgrounds. The unit oversees the intersegmental California GEAR UP grant and the intersegmental MESA program, and it convenes various UC leaders to advance equity issues.

Student and Equity Affairs coordinates equity, diversity and inclusion efforts for UC students, faculty and staff; oversees student governance and policies; connects students and UC leadership; and stewards practices and policies that support students' mental health and well-being.

In 2020–21, GUEA comprised 116 staff members with an operating budget of \$48.7 million from state general funds; government contracts and grants; application and service fees; and private gifts, awards and endowments.



A vibrant photograph of three young adults—two women and one man—smiling and laughing together outdoors under a clear blue sky. The woman on the left has long, wavy, light brown hair and is wearing a yellow t-shirt. The man in the center has dark curly hair and is wearing a black t-shirt featuring a large, ornate, green-to-red gradient hand graphic. The woman on the right has dark hair styled in braids and is wearing a dark blue hoodie with the word "HOLLISTER" in white and a red wave graphic. The background is a bright, sunny day with a blurred yellow and orange gradient overlay.

Department Highlights

Cultivating a relevant and responsive college-going culture in middle and high schools

Background

California Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) prepares middle and high school students for higher education through a network of support for adults who influence secondary school students.

The federally funded, intersegmental program especially aims to reach students from backgrounds and communities that historically have not pursued a college education. California GEAR UP's \$24.5 million grant from the U.S. Department of Education runs from September 2017 to September 2024.

Despite massive changes for all schools during the pandemic, the program adapted to the circumstances and continued to focus on instruction, culture and collaboration for teachers who help students and their families prepare for college.

Actions

California GEAR UP supported 33 schools across four regions:

- Riverside: three districts, 13 schools
- Sacramento City: six schools
- San Diego Unified: eight schools
- Tulare/Kings County: three districts, six schools

GEAR UP site leaders offered services based on school needs, with the intention of achieving equitable access to

postsecondary educational options. Through professional development and coaching, teachers received support in areas such as math, English and language arts, family capacity building and leadership.

Outcomes

During the 2020–21 reporting period:

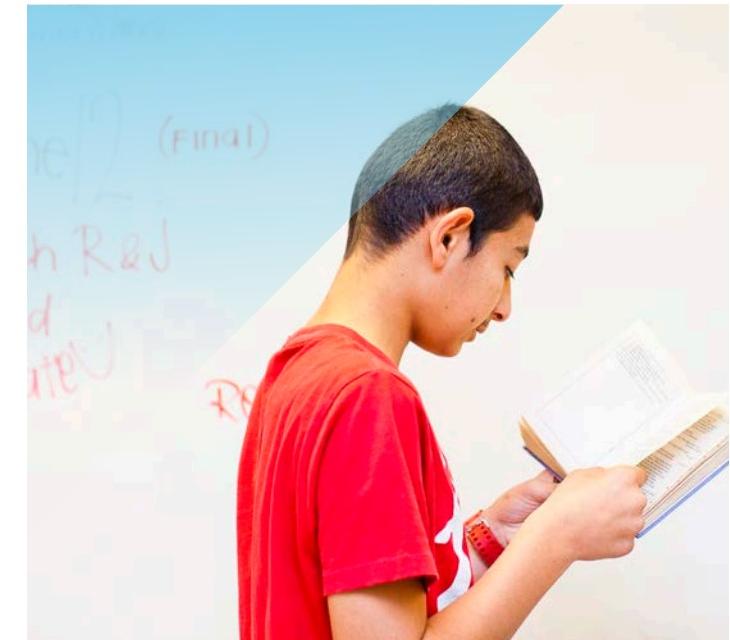
- 352 teachers participated in professional development.
- Professional development totaled 5,058 hours, an average of 14 hours per teacher.
- 285 teachers received instructional coaching.
- Coaching totaled 1,236 hours, an average of four hours per teacher.

In May and June 2021, WestEd, the external evaluator for GEAR UP, surveyed 129 support team members and five district liaisons across its four statewide regions. The survey responses confirmed that providing teachers with instructional strategies continued to be a major strength of GEAR UP. District responses highlighted GEAR UP's role in supporting districts with navigating instructional issues and meeting students' needs during the pandemic.

GEAR UP helped increase the capacity of teachers to meet students' learning needs and to communicate learning progress to students. GEAR UP also helped teachers bolster academic rigor and support students' academic readiness.

The majority of survey respondents commended GEAR UP's notable strides in supporting schools to develop an equity agenda.

GEAR UP service partners and researchers continue to assess the effects of the pandemic, which may yet result in new possibilities for educators and the students they serve.



UC Pre-College Scholars virtual series: Innovation and systemwide collaboration to support students throughout the pandemic

Background

The President's Pre-College Scholars (PCS) recognition program aims to increase UC applications and encourage the enrollment of talented students to UC. PCS includes students from our Early Academic Outreach Program (EAOP); Mathematics, Engineering, Science Achievement (MESA); Puente and strategic community partners. Beyond fostering college readiness, PCS cultivates relationships with high-achieving students, including students from underrepresented groups, which could ultimately result in their interest in and application to UC.

PCS students received a personalized letter and certificate of recognition. Also, they are invited to in-person events on a UC campus to stimulate their interest in and awareness of opportunities at UC. Throughout spring 2020, PCS leaders at each campus prepared to host in-person welcome events that would introduce the university to its newest cohort of scholars.

Actions

With coordination and planning support from the Office of the President, PCS leaders united to move welcome events online. In addition to these virtual celebrations, cross-campus teams developed 10 carefully curated masterclass webinars to help students begin the process of exploring, planning and preparing for UC.

Masterclass topics included:

- The UC application timeline
- Finding and choosing a major
- Financial aid resources at UC
- Personal insight question strategies
- First-generation insights
- Finding and selecting a UC campus
- UC Dreamers: Resources and supports
- Health science careers spotlight
- UC application support: Maximizing the leadership and activities section
- UC passport: Undergraduate voices across the entire UC system

Outcomes

More than 700 newly recognized PCS students participated in a welcome event, and an additional 6,000 students, parents and school administrators accessed a masterclass workshop. The PCS summer series served as a model for statewide collaboration and exemplified what can be achieved when we coordinate our efforts and innovate together, particularly during these challenging times.



Statewide and national STEM collaborations

Background

The sudden shutdown of businesses and institutions due to COVID-19 scuttled most of MESA's plans for the local, regional and statewide competitions that traditionally serve as the culmination of the College Prep Program's academic year. MESA faced multiple unknowns:

- How would local staff communicate with MESA's network of teachers and advisers?
- How would MESA teachers and advisers communicate with students, many of whom had little or no access to computers and the internet at home?
- How would partner schools and districts prioritize MESA programming while faculty and students were not allowed on campuses?
- Even if MESA's partner schools and students were willing to participate in MESA programming virtually, how would the programming be implemented?

Actions

Early in the shutdown, MESA posted a list of resources for students, parents and teachers on its homepage. Staff updated the list constantly over the year to include STEM and non-STEM education resources, as well as resources about race, racism and civil rights in the wake of George Floyd's murder and the subsequent protests.

To establish communication with stakeholders, the statewide MESA office held monthly Zoom meetings with local directors from each program component — College Prep, University and Community College — and set up a listserv for all MESA teachers and advisers.

In summer 2020, a curriculum committee began building a learning management system (LMS) for MESA teachers, to house recordings and other curriculum materials. The LMS launched in fall 2020, with a training held virtually.

Throughout the fall semester, the MESA competition committee planned the logistics for student competitions in virtual or hybrid formats. The MESA Day committee increased the number of MESA Day Regional competition sites from two to four to facilitate easier shipments of student submissions.

Outcomes

Monthly meetings with local and state MESA directors from the MESA USA Consortium resulted in a number of unprecedented collaborations. The MESA State Advisor Training was conducted virtually for the first time in history, with over 250 participants. MESA USA also hosted two virtual national trainings with all eight MESA states.

MESA used the Canvas.com platform (formerly Jumpstart) to conduct programming for its students. The annual Student Leadership Conference (SLC) provided career development workshops for more than 150 students through Canvas and Zoom.

Based on the success of the SLC, MESA created a monthly virtual speaker series called Company Convos. Representatives from MESA's corporate partners delivered brief presentations and answered questions from students. The popular series became booked months in advance.

MESA also expanded its corporate mentorship program to three companies and over 50 mentorship slots. Because MESA hosted the program virtually, the program could open recruitment to students across the state.

For the student competitions, MESA used a number of different platforms including Zoom, BigMarker and Gather Town.



Tracking students' A-G progress during COVID-19

Background

The Transcript Evaluation Service (TES) is an online decision support tool for college access and opportunity for all 9th- through 12th-grade California high school students and their counselors, schools and districts. TES data reports make it easy to see students' progress toward high school graduation and college eligibility.

Actions

TES navigated myriad changes to district grading policies and term types related to COVID-19 and to statewide distanced learning and successfully adjusted its algorithm to calculate A-G progress.

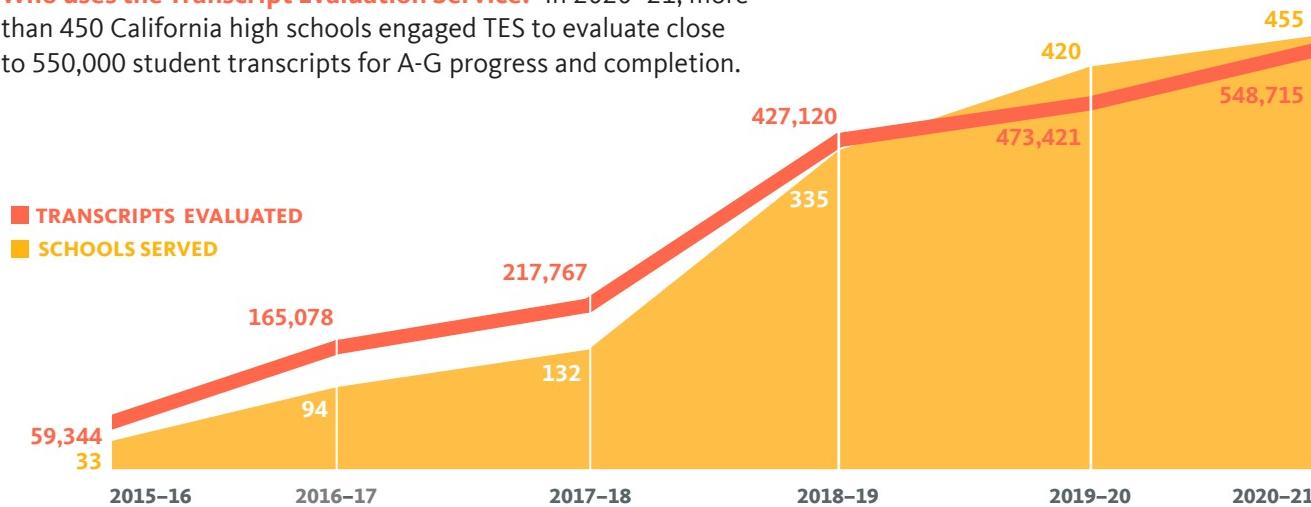
Making this technical change required swift coordination of TES program and IT staff to develop functional specifications to the code base changes, rigorously test the modified algorithm and deploy the upgrade to the live TES website, all within one month.

Outcomes

Successful deployment of the modified code allowed TES to continue delivering accurate analyses to partner districts throughout the COVID-19 pandemic. No other A-G monitoring system has successfully made these changes. For this reason, TES is considered the gold standard regarding A-G analysis.

Only TES provides quality review of evaluation, provides school- and district-level analysis in addition to student-level, and provides schools with information about their courses to enable them to convert current courses to A-G ones.

Who uses the Transcript Evaluation Service? In 2020–21, more than 450 California high schools engaged TES to evaluate close to 550,000 student transcripts for A-G progress and completion.



TES has provided us a wealth of data to use at the site and district levels. TES shows us trends in our students' progress with A-G courses over years. This data has directly informed our move to improve counseling practices and advising students.

— STEVE MOLINA, LCFF TASK FORCE COORDINATOR, SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

A modernization of math curriculum

Background

College math-preparation professionals have long advocated for a new kind of mathematics learning, to better support students' goals. This kind of change is reliant on the successful collaboration of people in different segments of education.

UC High School Articulation plays a role in setting strong college preparation expectations: 20,000+ potential A-G courses are reviewed annually to fulfill subject requirements for UC admission.

California educators and equity advocates have insisted that innovative, nontraditional math courses should count toward admission requirements. In fall 2020, UC announced policy revisions for mathematics (area C), creating additional avenues for students to prepare for postsecondary success.

Actions

The A-G and Transfer Policy Analysis & Coordination team convened a UC faculty workgroup to discuss the university's mathematics (area C) course policy and to recommend revisions to the course criteria presented in the high school articulation team's [A-G Policy Resource Guide](#).

The faculty's proposed area C course policy revisions were approved by the Board of Admissions and Relations with Schools (BOARS). The team will conduct focus groups, workshops and presentations for high school counselors and UC admissions and

outreach colleagues to create student-centered changes in math enrollment, placement, counseling and admissions practices.

Outcomes

In light of the innovative courses being developed in high schools throughout the state, UC faculty updated the area C course criteria and guidelines for 2021–22. This anticipated expansion in mathematics offerings has sparked further changes in math education policy in California and beyond.

UC's mathematics policy revisions aimed to accomplish three things:

1. Clarify UC's expectations for courses that will help students gain subject mastery and proficiency in quantitative thinking and analysis.
2. Support schools in offering multiple college-prep math options for students.
3. Encourage a greater breadth of advanced math courses (e.g., Statistics, Introduction to Data Science) that allow students to meet UC's admission requirement.

By expanding math offerings, California high schools will enable students to pursue math courses that are applicable to their academic and career goals. UC stands in partnership with the state's public school districts to deliver exciting changes to mathematics education.

UNIVERSITY OF CALIFORNIA
A-G Policy Resource Guide

Find your answer

A-G subject requirements

- A HISTORY / SOCIAL SCIENCE
- B ENGLISH
- C MATHEMATICS
- D SCIENCE
- E LANGUAGE OTHER THAN ENGLISH
- F VISUAL & PERFORMING ARTS
- G COLLEGE-PREPARED ELECTIVE

Search Approved A-G Lists

Manage Your A-G List

Register for an A-G List

Update your A-G List

News & Resources

Admissions

Frequently Asked Questions

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For schools transitioning to online instruction in response to COVID-19

If your school is transitioning to online instruction as a temporary measure due to public health precautions related to COVID-19, please know that this situation DOES NOT require you to re-submit your A-G course descriptions. No action is needed, and in no way does this affect the status of your A-G approved courses.



Reevaluating standardized tests

Background

In May 2020, the Regents voted unanimously to suspend the longstanding SAT/ACT requirement for undergraduate admissions. This suspension will remain in place until 2024, to allow the university to explore alternatives: creating a new or modified test that better aligns with UC's academic expectations for applicants, or eliminating the testing requirement altogether. The Regents' action included provisions for a feasibility study to explore finding or creating a new test, with the aim of advancing equity in admissions and educational achievement.

Actions

At the behest of Provost and Executive Vice President Brown, Academic Success Initiatives served as an organizational resource for two groups: a Feasibility Study Work Group (FSWG) and a Feasibility Study Steering Committee (FSSC). The former, guided by research and UC's principles for admissions testing, studied a variety of testing options and presented their assessment of a new versus a modified test, along with supporting evidence, to the FSSC.

The FSSC, comprising stakeholders in the study's outcome — UC enrollment managers, representatives of California educational segments, the Academic Senate and various educational equity organizations — was charged with developing a recommendation to President Michael Drake to pursue a new or modified standardized test or to eliminate standardized testing altogether, beginning with fall 2025 admissions.

Outcomes

The FSSC recommended the following course of action: UC should not have a standardized testing requirement for freshman undergraduate admissions, starting with applicants for fall 2025, for the following reasons.

- a.) The creation of a new UC admissions test is not feasible, primarily due to the implementation timetable set by the Regents.
- b.) The use of the SAT/ACT was eliminated as a viable option per the May 2020 Regents' Action Item.
- c.) There is an understanding that a standardized exam can become "high-stakes," as has been the case with the SAT and ACT. This has a negative effect on equity and can obscure the tests' intended educational value.

The FSSC also concluded that adding an optional data point, such as a test score, may have value as one component of admissions. The group indicated that it may be feasible to modify an existing test for use as a lower-stakes data point among the other factors considered in the admissions process. The FSSC proposed that the Smarter Balanced (SB) assessment should be evaluated for this purpose. In April 2021, President Drake charged the Academic Senate with exploring the SB to determine if the assessment can provide added value in the UC freshman admissions process in an equitable manner. The Senate inquiry is scheduled to conclude in October 2021, whereupon they will advise President Drake, who will in turn report to the Regents.



Historic shifts and gains in undergraduate admissions

Background

In 2020, the Undergraduate Admissions team within Enrollment Services saw how the pandemic caused several disruptions to admissions-related activities in high schools. These disruptions created additional stress and confusion in an already anxiety-filled process for students seeking admission to UC.

Actions

The team initiated several policy changes for immediate implementation, coordinating with all nine undergraduate UC campuses, the UC Academic Senate, the UC president's immediate office, California State University, the California Community Colleges and the California Department of Education to ensure a clear and consistent message of support and flexibility for students. Frequent updates and announcements of policy extensions were made in a timely manner throughout the year for rising seniors and community college students.

These changes included temporarily suspending some of the requirements for admitted students, to ensure that they were able to enroll as planned in fall 2020, and relaxing some undergraduate admissions policies to make sure high school and transfer students were not penalized for their inability to earn letter grades for academic classes or take standardized tests during the pandemic.

UC took the following actions:

- Suspended the requirement for letter grades on A-G courses completed in spring/summer 2020 for all students, including UC's most recently admitted freshmen
- Eliminated the ACT or SAT requirement for students applying for fall 2021 freshman admission, given that several spring and summer administrations of the test were canceled
- Temporarily suspended the cap on the number of transferable units for transfer students, with "pass/no pass" grading applied toward the minimum 60 semester/90 quarter units required for junior standing
- Offered flexibility on deadlines for the receipt of students' final transcripts for summer 2020, given that schools were not physically open

Outcomes

The UC system maintained new student enrollment during fall 2020 and received a record-high number of applications for fall 2021, at a time when other institutions around the country were seeing declines in applications and enrollment.

UC received nearly 250,000 applications, with an 18 percent increase in freshman applicants and a 7 percent increase in transfer applicants. Chicanx/Latinx students made up the largest proportion of California freshmen and community college applicants.



UC responds to financial hardships caused by the pandemic, plans for long-term equity in financial support

Background

UC students and alumni were affected financially by the pandemic in a number of ways, underscoring opportunities for UC to improve its financial aid strategies for the long term.

Many students and their parents experienced financial hardship as a direct result of the pandemic. For parents, this sometimes involved a loss of income. For students, this involved the loss of on-campus or near-campus employment, unexpected technology costs associated with remote learning and, occasionally, off-campus lease agreements that bound them financially.

Furthermore, many students needed to move home, sometimes outside of California. For some students, particularly graduate students, this meant an interruption of their normal process of establishing California residency for tuition purposes. Former UC students affected by a job loss or other economic impacts encountered difficulties in repaying their student loans.

Actions

Enrollment Services worked with a wide variety of stakeholders to address student financial support issues resulting from the pandemic. Campus associate vice chancellors for enrollment management, financial aid directors, registrars, residence deputies and loan collection managers were consulted on providing a humane response across different functional areas. Furthermore, the UC Office of the President's Federal and State Governmental Relations were key in responding to congressional and legislative efforts to help.

Outcomes

To address impacts to financial aid, the Student Financial Support team within Enrollment Services developed guidelines for three federal emergency grant programs and one state emergency grant program, encouraged campuses to provide equivalent funding for undocumented students, explained financial aid repackaging to statewide stakeholders, fostered collaboration with UC Basic Needs coordinators and adjusted the allocation of university student aid program dollars to account for changing circumstances.

To address the challenges for students attempting to establish residency for tuition purposes, the team developed a temporary amendment to Regents Policy 3105. The amendment, issued by Provost and Executive Vice President Brown, allowed students to use remote study to stand in for their physical presence in the state during the 2020–21 academic year.

Finally, to help former students who also were loan borrowers, Enrollment Services implemented debt relief for those with student loans held by the university. This relief was extended to borrowers with \$92 million in Perkins Loans, \$44 million in institutional loans, \$34 million in Health Science Loans and \$5 million in Dream Loans.

Most importantly, all of these actions and outcomes lay the groundwork for more equitable policies and practices moving forward. This includes a reevaluation of not only the university's overarching undergraduate financial aid strategy, but also the related processes of evaluating new students for California residence and providing assistance in loan repayment.



Holistic basic needs for UC students

Background

In November 2020, the UC Regents Special Committee on Basic Needs issued its report, [The University of California's Next Phase of Improving Student Basic Needs](#). The report showcased the progress of and considerable need for systemwide support. It provided recommendations for a comprehensive approach to address basic needs by focusing on research, prevention, sustainability and advocacy.

Just a few months later, with the pandemic beginning to rage, those elements were more critical. Thanks to one-time and ongoing state funding, all 10 campuses shifted quickly to offering safe and creative basic needs services during a tumultuous time.

Actions

Campus staff and leaders addressed students' basic needs first, providing critical services such as:

- Contactless/drive-through grocery pick-ups
- Meal packages for students in quarantine rooms
- Virtual CalFresh enrollment clinics
- Additional grocery gift card programs
- Housing vouchers
- Emergency case management
- Online workshops about navigating rental agreements during COVID-19

These efforts were supported by essential basic needs staff members who enabled timely delivery of services, provided data and financial analysis to assess campus efforts, facilitated educational workshops, promoted basic needs resources and advised students on their basic needs options. UC Basic Needs also joined forces with an extensive network of partners: food banks, markets, farms, restaurants, grocery stores, food-delivery companies, property management companies, social services agencies, campus offices and more.

To ensure a wide net of support, the campuses developed a reciprocity agreement that extended programs and services to all UC students, regardless of their home campus or geographic location.

Outcomes

From July 1, 2020 to June 30, 2021, UC campuses served 52,883 unique students and made 226,790 contacts overall.

At least 4,000 housing-insecure students benefited from basic needs centers. More than 1,600 students secured permanent housing, while others received support, such as rent subsidies, to enable them to stay in their current housing.

UC campuses continue to share their best practices locally and nationally. The system also seeks to expand student safety-net programs, including addressing the mental health and well-being of UC students through evidence-based prevention, early intervention, and treatment and recovery services.



Statewide teacher development, online

Background

UC's teacher education and professional development programs were deeply involved in partnering with California K-12 schools to help mitigate learning disruptions for students. Between the COVID-19 pandemic and the urgent need to respond to calls for racial and social justice, some disruption was inevitable.

As shelter-in-place orders for the state of California resulted in school closures and learning disruptions, statewide sites within the California Subject Matter Project (CSMP) network shifted their planned in-person professional learning programs to online programs. Teachers were faced with the extraordinary challenges of shifting to online learning and of preparing and supporting teachers for the challenges that they would face. The need for instructional tools and resources for teachers significantly increased demand for CSMP services.

Actions and Outcomes

To support educators during this disruption, CSMP professional learning services offered special programs for teachers, including:

- The California Global Education Project (CGEP) Summer Resource Rally, with CGEP directors and teacher leaders who developed online resources for a new website (July–September 2020) and virtual coaching seminars for teachers in Fresno and Kern counties
- California Mathematics Project partnership with the Academy of Inquiry Based Learning, to offer a training for UC Scout Algebra 1, a free online course for California public school teachers
- California Reading and Literature webinars about California Dyslexia Guidelines
- Two online anti-racist forums for 357 participants, hosted in June 2020 by the California History-Social Science Project
- Restructuring of California Science Project (CSP) summer groups for distance learning. The CSP was able to restructure 11 out of 13 groups, retaining 70 percent of all the summer programs offered by project.
- Customized, standards-based online learning programs offered by The California Arts Project (TCAP). The hybrid synchronous and asynchronous “TCAP From a Distance” series included school districts; elementary and high schools; and educators from across the arts, visual arts, music and dance disciplines.
- Assisting the California Department of Education and California County Superintendents Educational Services Association with the development and delivery of science resources for Transitional Kindergarten through 12th-grade educators, to be used during the shelter-in-place period and the school reopening phase
- A statewide LeadLearn 2021 virtual series, to provide teachers with opportunities to address issues of racial justice in classrooms

In addition to subject-specific offerings, CSMP was invited to partner with the Principal Leadership Institutes at the UC Berkeley Graduate School of Education and at UCLA Center X, within the School of Education, to launch the state center for the 21 California State Leadership Academy (21CSLA). Funded by the California Department of Education, 21CSLA is dedicated to professional learning and support for California's educational leaders — teacher, site and district — to create more equitable learning environments that ultimately improve success for underserved students.

21CSLA programs cost nothing for participants and include leadership coaching and an emphasis on improving instruction and achievement outcomes (including through distance learning) for English learners, students with disabilities, low-income students and other historically marginalized students.



Leading the way in online and digital learning

Background

The Innovative Learning Technology Initiative (ILT)*, in collaboration with campuses, develops online and hybrid courses to help UC students graduate on time. To date, 480 courses — each providing unit credit toward graduation and/or general education and major credit — are available. Students enroll using the Cross-Campus Enrollment System, which provides access to courses offered by other UC campuses. ILTI also enhances campuses' teaching and learning with faculty incentives, professional development "boot camps" for teaching online, and funding for online and digital learning environments.

2020 presented unique challenges for UC teams that work with high school students and K-12 teachers. All efforts shifted to teaching and learning continuity due to the pandemic. Faculty needed training in digital platforms and tools for remote teaching. Students needed support with basic infrastructure and engagement in remote settings. And the university needed to expand the type of credit students earn for courses taken online at other UC campuses.

Actions

Rising to these challenges, ILTI brought its team, digital platforms and cross-campus enrollment system to support teaching and learning at UC and beyond.

ILTI provided block grants to assist campuses with resources for remote instruction. Its instructional designers worked alongside faculty and graduate student instructors to design online courses and convert existing courses to remote formats. ILTI helped advance course approval credits for courses offered fully online to all UC students and collaborated with campuses for a repository called [Remote Teaching](#). ILTI worked closely with GUEA units to digitalize in-person trainings and supported the online Advanced Writing Proficiency Exam (AWPE).

Outcomes

ILTI's campus block grants supported online teaching and learning, learning management systems and other academic technologies. Some campuses used the grants to develop courses for fully online delivery. Moreover:

- 300+ courses were added to the fully online catalog.
- ILTI-assisted cross-campus course credit approvals totaled 1,990.
- UC Davis developed a fully online, introductory course sequence in Punjabi, with collaboration from UC Santa Barbara and UC Santa Cruz.
- UC Irvine created a "Life 101" course, enrolling nearly 580 students — including 50+ cross-campus students — focused on staying healthy during the pandemic.
- UC San Diego and UC Irvine students participated in a transatlantic course with the Sciences Po College, in Reims, France.

• Faculty teams used ILTI resources to deliver training in online/remote course design and teaching:

- UC Davis's ACCELERATE Fellows program helped 100+ fellows and nearly 500 faculty and students transition to remote instruction.
- UC Santa Cruz's Online Education ran 15 cohorts of Integrated Course Design for Remote Instruction (150+ instructors trained), developing 80+ online courses.

With GUEA, ILTI created and hosted digital projects:

- The online AWPE, taken by 9,000 students simultaneously
- A MESA Advisors Resource site, visited by 500+ users
- The Admissions Toolkit, an online resource for 450+ UC admissions and outreach staff
- A dozen digital workshop sessions for California school districts led by CSMP



*In August 2021, ILTI became UC Online.

Growth in Ph.D. students resulting from the UC-HBCU Initiative

Background

African American and Black students are severely underrepresented in UC graduate and professional programs. This is a challenging area, but UC is making progress. For example, the five-year average (2015–19) for enrollment of African Americans in UC academic doctoral programs is 3.5 percent (up from 2.5 percent in 2011).

Actions

In 2011, UC launched the UC-Historically Black Colleges and Universities (HBCU) Initiative to help broaden the pathways for underrepresented students to earn advanced degrees and, more specifically, to facilitate UC's intent to graduate more African American and Black students from UC doctoral programs. The UC-HBCU Initiative seeks to include more HBCU alumni in UC graduate programs, particularly doctoral programs, by investing in relationships and research with HBCU students and the UC faculty and community. The initiative includes summer research opportunities and provides fellowships to UC doctoral candidates who participated in the UC-HBCU Initiative.

Outcomes

As noted, the five-year average (2015–19) for enrollment of African Americans in UC academic doctoral programs is 3.5 percent (up from 2.5 percent in 2011). Thus far, over 208 UC-HBCU former interns have applied to UC graduate programs, and 113 have been admitted (13 of them to master's programs).

At the end of fall 2020 there were 69 doctoral students and two academic master's students from this program enrolled at UC. Twelve students have earned master's degrees, and 10 fellows have completed doctorates as a direct result of the program. Two of the 10 doctoral graduates have received UC's prestigious and highly competitive President's Postdoctoral Fellowships, which offer postdoctoral research fellowships, professional development and faculty mentoring to outstanding scholars in all fields whose research, teaching and service will contribute to diversity and equal opportunity at UC. Two graduates have secured tenured faculty positions in California — including one at UC Irvine (which begins July 2022). Another graduate will begin a faculty appointment at Penn State's Brandywine campus this summer.

In fall 2020:

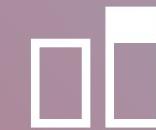


69 fellows



22 degrees awarded

(12 master's and 10 doctorates)



3.5% African American enrollment in UC doctoral programs (up from 2.5% in 2011)

Statewide anti-bias trainings, from in-person to virtual

Background

Three months into the implementation of the Moving Beyond Bias (MBB) pilot program, all in-person trainings for the year were halted. There were two major challenges: converting all remaining trainings into an equally effective virtual training experience, and spending the enormous savings resulting from the cancellation of hotel reservations, catering and travel expenses on services and items permissible under the strict guidelines and timeframe stipulated by the legislative budget act that authorized the program.

The revised plan included developing two Moving Beyond Bias e-courses (for general university audiences and UC admissions officers/readers) in collaboration with instructional designers at UC Berkeley, printing and mailing hard copies of the manual to registrants of the two-day Moving Beyond Bias train-the-trainer workshop and delivering customized MBB trainings for UC admissions officers and readers, CSU academic senators and members of senior leadership in the CSU Chancellor's Office.

Actions

The process included organizing CSU and UC focus groups and scheduling numerous work sessions with the vendors to develop customized MBB training modules and marketing plans for maximum participation. Contracting an external vendor to

produce the e-course was not possible, due to time constraints associated with issuing a request for proposals (RFP). Additional revisions and formatting were also required for the online train-the-trainer manual to be converted to a hard-copy version.

Fortunately, a team of instructional designers at UC Berkeley who attended the MBB training had the bandwidth and enthusiasm to produce the MBB e-course. Before the pilot program ended on June 30, 2021, UC Berkeley's People & Organization Development had formally agreed to collaborate with GUEA on the creation of the e-course.

Outcomes

More than 1,400 faculty, staff and student leaders across the UC and CSU systems have completed the Moving Beyond Bias training program, with consistent, positive learning outcomes for both in-person and virtual training modules. In the remaining two months of the pilot program, three make-up sessions were offered, in addition to customized trainings for a cohort of senior administrators in the CSU Chancellor's Office and a cohort of CSU Academic Senate members.



Research and scholarship to address equity, diversity and inclusion

Background

The Council of Vice Chancellors/Chief Diversity Officers (CDOs) proposed a systemwide collaboration wherein the chief diversity officers of all 10 campuses could jointly sponsor a speaker series. The CDOs had been challenged individually with meeting the needs and requests of their campus constituents for speakers on equity, diversity and inclusion topics — especially in response to race-related events in 2020.

Actions

The Vice President/Vice Provost's Immediate Office and Central Services unit stepped up to meet the Council's needs. Staff identified potential speakers with the CDOs, conducted a survey with options, contacted the prioritized list of speakers to assess availability and interest, provided context and background to the speakers, finalized dates, created collateral for publicizing the events, managed online registration, created the run-of-show and script, provided live support for the interactive webinar, and funded honoraria.

Outcomes

The Council launched a Distinguished Scholars webinar series featuring UC faculty who have made significant contributions to the study of racial inequality through their research, teaching and mentorship. Spring 2021 guests:

- Dr. Amani Allen from UC Berkeley presented her work on racial health inequities.
- Dr. Beth Rose Middleton Manning from UC Davis presented her work on Native environmental policy and Native activism for site protection.

More than 400 UC students, faculty and staff registered for the sessions. The series continues in fall 2021.



Dr. Amani Allen



Dr. Beth Rose Middleton Manning

Staff Members 2020/21



Staff Members, 2020–21

For additional partner contacts and rosters, please visit the [Graduate, Undergraduate and Equity Affairs](#) website.

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